Geography at Holy Trinity CE Primary

"Geography is the subject that holds the key to our future." *Michael Palin*

Our curriculum **intent** for Geography.

As a valued part of the curriculum, Geography is taught as a discrete subject and where appropriate cross curricular links are made. We aim to make learning Geography both meaningful and memorable. The intent of our curriculum is to inspire a curiosity and fascination about the world. The curriculum is designed to allow children to deepen their knowledge about diverse places, people and resources as well as natural and human environments. Our aim is to help our children develop into curious and considerate global citizens.

Implementation of the Geography Curriculum at Holy Trinity

The Curriculum is largely focused around 4 key areas:

- **Locational Knowledge**
- **Place Knowledge**
- **Human and Physical Geography**
- **Geographical Skills and Fieldwork**

We aim to develop meaningful links across curriculum subjects where appropriate for pupils to be able to apply and practice their geographical skills. These lessons include a range of different activities allowing the children to develop a deep contextual knowledge of significant places and events; an understanding of key human and physical geographical features of the world; and a range of geographical skills which increase over time. These lessons may include investigations and exploratory work, map reading and construction, direct teaching and practical fieldwork.

In support of the above, children have access to a range of wider curriculum opportunities to support their learning. This may include trips and visits, workshops, clubs, roles of responsibility and residential visits in the later years. These all combine to enable pupils to identify as geographers within real life contexts and experience life as global citizens.

The **Impact** of the Geography Curriculum at Holy Trinity

In offering our children an experience where they can be curious, ask questions and explore, and teaching them the skills to contribute effectively within our school, the community and the wider world, we have given them the confidence they need to prepare them for becoming valued and considerate global citizens.

How does Geography fit into our School Vision?

Geography links/actions:
• Ensure trips and visits are planned and delivered effectively and regularly in every year group to inspire learning • Offer cross-curricular learning opportunities to enable children to make connections and explore an in-depth curriculum • Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter
• Provide CPD for staff in the geography National Curriculum • Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently • Use specialist companies when appropriate to deliver high quality and inspiring sessions as part of the learning journey
• Ensure pupils have access to high quality resources • Geographical resources and displays are an embedded part of our school environment • Ensure children's work is celebrated and shared throughout all available platforms: classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc • Immerse children in rich topic-based learning by making links whenever appropriate
• Where possible make local links within our topic- based approach through trips and visits • Forge links with other Geography subject leaders across the local cluster • Where possible ensure that field work is combined with making links in the local community

Holy Trinity CE Primary Geography overview

	Autumn	Spring	Summer
EYFS	• To know that there are many countries around the world. • To know the name of the village the school is in. • To know about features of the immediate environment.	• To know about people who help us within the local community • To know animals and birds and their habitats linked to climates and habitats. • (Polar & RSPB Work week)	• To be able to identify features on a map. • To be able to compare UK farming with other farming environments around the world. • To know how homes are different around the world.

Key Stage 1 Geographical Skills And Fieldwork Progression

Year 1

- Using a world map and globe to locate UK
- Using a map of UK to locate the four countries
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to the features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps.
- Using simple pictures maps and plans to move around the school.

OBSERVE:

- Commenting on the features they see in their school and school grounds.
- Observe the changing weather throughout the seasons.

Year 2

- Recognising why maps need a title.
- Using an atlas to locate the UK.
- Using a world map, globe and atlas to locate all the world's seven continents.
- Using a world map, globe and atlas to locate all the world's five oceans.
- Using a world map, globe and atlas to locate the North and South poles.
- Using locational language and compass points (N, S, E, W) to describe the location of features on a map.
- Using locational language and compass points (N, S, E, W) to describe the route on a map.
- Using locational language and compass points (N, S, E, W) to plan a route in the playground or school grounds.
- Using a map to follow a prepared route.
- Recognising landmarks of Nepal on aerial photographs.
- Recognising human features on aerial photographs.
- Recognising physical features on aerial photographs.
- Drawing a map and using class agreed symbols to make a simple key.
- Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- Finding a given OS symbol on a map with support.
- Beginning to draw objects to scale (e.g. show the school playground is smaller than the school field).
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.

MEASURE: • Asking and answering simple questions about the features of their school and school grounds. **RECORD:** • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. **PRESENT:** • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some if its features.	**OBSERVE:** • Discussing the features they see in the area surrounding school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding our school grounds. **MEASURE:** • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. **RECORD**: • Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio records when interviewing someone. **PRESENT:** • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.

Year 1 Geography Knowledge Organisers

Year 1	**Geographical Skills and Fieldwork** **Human and Physical Geography** **OUR SCHOOL** **KAPOW unit 'What is it like here?'** Unit: Local area: where do we go to school? | KS1 Geography | Oak National Academy (thenational.academy) Unit: Local area: where do we live? | KS1 Geography | Oak National Academy (thenational.academy)	**Locational Knowledge** **UNITED KINGDOM** **KAPOW unit 'What is the weather like in the UK?'** Unit: London in the United Kingdom (shared with History, EY transition unit) | KS1 Geography | Oak National Academy (thenational.academy) Looking at the four countries and capital cities that make up the UK and surrounding seas. Keeping a daily weather record (throughout the year linked to Science). Study London as the capital city of England.	**Geographical Skills and Fieldwork** **Human and Physical Geography** **THE SEASIDE** **KAPOW unit 'What is it like to live by the coast?'** Study the beach at Brighton. Identify the human and physical features. Locate Brighton on a map of the UK. Compare Brighton to Sunningdale. **End Task:** Label a beach scene with human and physical features. *Purple Mash 'Geogrpahy of the Seaside'* **Pupils will know:**

	[Unit: Local area: how do we read maps and plan routes? | KS1 Geography | Oak National Academy (thenational.academy)] Use simple fieldwork to study the geography of Holy Trinity and its grounds. Study the key human and physical features of the environment around Holy Trinity. **End Task:** Design a map of HT and its grounds with a basic key. *Purple Mash: Maps; British Isles and UK* **Pupils will know:** • Whereabouts Holy Trinity is on a map of the UK. • **That a map is a bird's eye plan.** • **What is human geography around Holy Trinity school (buildings, park, farm, shops, train station)** • **What is physical geography around Holy Trinity school (trees, stream, vegetation)** • **Compass points: North, South, East and West** • How to draw a simple map of the playground **Key Vocabulary:** • Map, geography, human geography, physical geography, symbol, location, direction, North, South, East, West, compass.	**End Task:** Label countries, capital cities, and seas on a map of United Kingdom. *Purple Mash Weather Report* Produce booklet of London (demonstrating physical/human knowledge). Able to label each country, capital city and seas. **Pupils will know:** • **The four countries that make up the UK are England, Northern Ireland, Scotland and Wales.** • **The capital cities: London (England), Belfast (Northern Ireland), Edinburgh (Scotland) and Cardiff (Wales).** • **Great Britain is an island surrounded by seas.** • **English Channel (South)** • **North Sea (East)** • **Irish Sea and Atlantic Ocean (West)** • Features of London (physical and human) **Key Vocabulary:** • Map, country, England, Great Britain, United Kingdom, town, city, capital city, Monarch, island, sea.	• How to locate Brighton a map of the UK. • How to locate Sunningdale on the map of the UK. • **How to use basic geographical vocabulary to describe key physical features of a coast and a village.** • **How to use basic geographical vocabulary to describe key human features of a coast and a village.** **Key Vocabulary:** • Beach, cliff, coast, sea, ocean, village, farm, houses, shop,

Year 2 Geography Knowledge Organisers

Year 2

Locational Knowledge

CONTINENTS AND OCEANS
Kapow unit 'Would you prefer to live in a hot or cold place?'

Unit: Seven Continents | KS1 Geography | Oak National Academy (thenational.academy)

Unit: Oceans and Seas | KS1 Geography | Oak National Academy (thenational.academy)

Name and locate the 7 continents and 5 oceans on maps.

End Task: Label continents and oceans on a world map. Learn continents and oceans song.

Purple Mash: World Continents & World Oceans

Pupils will know:

- **What the seven continents are called**.
- **How to locate the seven continents on a map and globe**.
- **What the five oceans are called.**
- **How to locate the five oceans on a map and globe.**
- Recap on NSEW compass points.
- **That proper nouns need a capital letter.**

Key Vocabulary:

- Atlas, continent, ocean,
- Continents: Asia, Africa, North America, South America, Antarctica, Europe, Australasia
- Oceans: Pacific, Atlantic, Indian, Arctic, Southern

Human and Physical Geography

NORTH AND SOUTH POLES AND THE EQUATOR
Kapow unit 'Would you prefer to live in a hot or cold place?'

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

End Task: Create a quiz on Purple Mash of essential knowledge.

Pupils will know:

- **How to locate the North Pole on a map and globe.**
- **How to locate the South Pole on a map and globe.**
- **How to locate the Equator on a map and globe.**
- **That the further away from the equator you are, the colder the climate is.**

Key Vocabulary:

- North Pole, South Pole, Equator, globe, regions, climate, hot, cold

Place Knowledge
Geographical Skills and Fieldwork

COMPARE NEPAL TO WINDSOR

Study the geographical differences and similarities between Windsor and Nepal. Use aerial photographs to recognise landmarks and basic human and physical features. Devise a simple map with symbols.

End Task: Map of Windsor with symbols

Pupils will know:

- **How to recognise geographical similarities and differences when comparing 2 locations.**
- Recap on NSEW compass points

Key Vocabulary:

- Continent, mountain, capital city, summit, climate, beach, coastline, forest, valley, city, town, village, harbour

Key Stage 2 Geographical Skills And Fieldwork Progression

LKS2

- Beginning to use maps at more than one scale
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning t use the key on n OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to give instructions using the 8 points of a compass.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality ad scale in regions studied.

OBSERVE:

- Mapping land use in a small local area using sketch maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording and naming geographical features in their local environments.

MEASURE:

- Using simple sampling techniques appropriately.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire/interviews to collect quantitative fieldwork data.

UKS2

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution).
- Using the scale bar on a map to calculate distances.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.
- Confidently giving instructions using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the 8 compass points on an OS map.
- Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

OBSERVE:

- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.

MEASURE:

- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.

RECORD: • Taking digital photographs and labelling or captioning them. • Making notated sketches, field drawings and freehand maps to record observations during fieldwork. • Drawing simple maps and plans to scale (e.g. 1m = 1 square). • Using a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interviews to collect quantitative fieldwork data. **PRESENT:** • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. • Analysing and presenting quantitative data in charts and graphs.	• Using standard field sampling techniques appropriately. **RECORD**: • Using GIS (Geographical Information Systems) that allows pupils to plot data sets (e.g. prevalence of crime in certain areas) onto base maps which can then be analysed. • Collecting quantitative data in pie charts, line graphs, and graphs with two variables. • Conducting interviews/questionnaires to collect quantitative data. • Interpreting and using real-time/live data. **PRESENT:** • Deciding how to present data using plans, freehand sketches maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support their reasoning. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Year 3 Geography Knowledge Organisers

	Human and physical Geography Geographical Skills and Fieldwork	Locational Knowledge Geographical Skills and Fieldwork	Locational Knowledge Geographical Skills and Fieldwork
Year 3	**CLIMATE ZONES** Lesson: What makes up the weather? | KS2 Geography | Oak National Academy (thenational.academy) Locate the worlds' countries (focus on Europe) and find out about their climate in relation to their proximity to the equator. **End Task:** Making and labelling a 3D model of a globe. *Purple Mash: Europe & Globe Positions Quiz*	**NORTH AMERICA** Lesson: What are North America's countries and physical features? | KS2 Geography | Oak National Academy (thenational.academy) Locate North America and name its countries. Focus on the key human and physical features and the major cities. **End Task:** Spring 1 – Factfile / Spring 2 - Poster about North America	**RIO AND SOUTH-EAST BRAZIL** Lesson: How do experiences within Rio de Janeiro differ? | KS1 Geography | Oak National Academy (thenational.academy) Locate South America and its countries. Focus on the key human and physical features and the major cities. **End Task:** Diary entries about a holiday to Rio. *Purple Mash: Countries by Continent- South America* **Pupils will know:**

	Pupils will know: • **Where the countries of Europe can be found on a map or globe.** • Climate is the average daily and seasonal weather pattern over a long period of time. • **Where the Equator is located on a map or globe.** • **The Equator is an invisible line (line of latitude) that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is.** • **The Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.** • **As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.** • **The eight points of the compass.** **Key Vocabulary:** • Climate, Climate zone, Precipitation, Weather, Latitude, Equator, Axis, Northern Hemisphere, southern hemisphere.	*Purple Mash: Countries by Continent- North America* **Pupils will know:** • **Where North America is on a map or globe.** • **The countries in North America.** • The largest country in North America is Canada, but the United States of America has the largest population. • The most commonly spoken languages are English, French and Spanish. • **North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA.** • **Re cap on the eight points of the compass** **Key Vocabulary:** • Landscape, Human features, Physical features, State, Longitude, Rural, Urban.	• **Where South America is on a map or globe.** • **The countries in South America.** • South America's biggest country is Brazil. • **Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.** • In the summer of 2016 Brazil hosted the Olympic Games. **Key Vocabulary:** • Culture, Manufacturing, Recreation, Trade, Population, Tropic of Capricorn.
	Year 4 Geography Knowledge Organisers		
Year 4	**VOLCANOES AND EARTHQUAKES** **Kapow unit 'Why do people live near volcanoes?'** Unit: Mountains, Volcanoes and Earthquakes | KS2 Geography | Oak National Academy (thenational.academy) Study the physical geography of volcanoes and earthquakes. Locate them on a world map. Study how these events change environments over time.	**Human and Physical Geography** **Locational Knowledge** **Geographical Skills and Fieldwork** **SOUTH AMERICA - THE AMAZON RAINFOREST** **Kapow unit 'Why are rainforests important to us?'** Unit: Building Locational Knowledge: South America | KS2 Geography | Oak National Academy (thenational.academy)	**Locational Knowledge** **Geographical Skills and Fieldwork** **RIVERS & THE WATER CYCLE** **Kapow unit 'What are rivers and how are they formed?'** Lesson: Why are rivers important to people? | KS2 Geography | Oak National Academy (thenational.academy) Study the physical geography of the water cycle (linked to science learning). Locate the major rivers in the world.

End Task: News report on volcanic eruption or earthquake.

Purple Mash: Physical Geography: Earthquakes and Volcanoes

Pupils will know:

- **The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates.**
- **The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting.**
- Earthquakes are measured on the Richter scale, they can cause devastating damage to buildings, roads and land.
- **When volcanoes erupt, they spew out lava. This is a very hot liquid that destroys anything in its path.**
- **The negative and positive effects of living near a volcano.**
- **The negative effects an earthquake can have on a community.**
- The ways in which communities respond to earthquakes.

Key Vocabulary:

- Dormant, Epicentre, Tsunami, Crust, Mantle, Core, Crater, Eruption, Magma, Tectonic plates.

Unit: Biomes | KS2 Geography | Oak National Academy (thenational.academy)

Physical features of rainforests and their location in the world. Also the distribution of natural resources. The impact of deforestation.

End Task: Amazon Rainforest fact file/Deforestation debate.

Purple Mash: Physical Geography: The Rainforest

Pupils will know:

- **The Amazon Rainforest is home to a huge number of animals, plants and insects and the Amazon River flows through it.**
- Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide.
- Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon.
- **Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.**
- **Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.**
- **A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest.**
  Re cap on the eight points of the compass

Key Vocabulary:

- Biodiversity, Biome, Ecosystem, Rainforest, Tropic of Cancer, Deforestation, Emergent Layer, Canopy, Understory, Forest floor, Agriculture, Equatorial, River basin, Food chain, Humidity.

End Task: Label rivers on a world map.

Purple Mash: Physical Geography: Rivers

Pupils will know:

- **The water cycle is the way in which water moves around the Earth. It never stops!**
- Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power.
- **A river has three main stages: upper course, middle course and lower course.**
- Flooding is caused by poor drainage around or close to a river.
- **The names of the major world rivers.**

Key Vocabulary:

- Drainage, Erosion, Flood Management, Irrigation, Confluence, Flood plain, Meander, Mouth, Source, Tributary.

Year 5 Geography Knowledge Organisers

Year 5

Human and Physical Geography
Locational Knowledge
Geographical Skills and Fieldwork

MOUNTAINS
Kapow unit 'What is life like in the Alps?'

Lesson: What are fold mountains? | KS2 Geography | Oak National Academy (thenational.academy)

Build pupils' knowledge of the UK by studying mountains in the UK. Use OS maps to locate main mountain regions in UK and Europe. Understand four figure grid references, symbols and keys.

End Task: Create a diorama.

Purple Mash: Physical Geography: Mountains

Pupils will know:

- **A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.**
- **Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded.**
- **Mountains have their own climates.**
- **How to use four figure grid references.**
- Some similarities and differences between the UK and a European mountain region.
- Why tourists visit mountain regions.

Key Vocabulary:

- Scale bar, Mountain range, Avalanche, Landform, Slope, Summit, Valley, Altitude.

Locational Knowledge
Place Knowledge
Geographical Skills and Fieldwork

EUROPEAN REGION – SPAIN

Unit: Building Locational Knowledge: Europe | KS2 Geography | Oak National Academy (thenational.academy)

Pupils will study the human and physical features of Spain, including the culture, language and trade.

End Task: Present a holiday programme.

Purple Mash: Europe

Pupils will know:

- **Mainland Spain is a country in the European Union. Its capital city is Madrid.**
- Spain, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists.
- It has also become a place that people migrate to from countries such as Algeria. There are many reasons that can push and pull people away from their homes to live somewhere else.
- **Time zone difference**
- **Prime/Greenwich Meridian**

Key Vocabulary:

- Border, European Union, Currency, Tourism, refugee, migrant.

Place Knowledge
Locational Knowledge
Geographical Skills and Fieldwork

SETTLEMENTS IN UK & REGION OF UK: DORSET

Unit: Building Locational Knowledge: United Kingdom | KS2 Geography | Oak National Academy (thenational.academy)

Pupils will study the region of Dorset and understand why people have settled there. Pupils will study the physical features of the coastline.

End Task: Word document using Leeson House photos to illustrate learning.

Purple Mash: Maps; Compass

Pupils will know:

- **That settlements are places where people live and sometimes work.**
- **How to use and OS map to recognise land use.**
- **Re cap on the eight points of the compass**
- **The physical features of a coastline.**

Key Vocabulary:

- Settlement, town, village, hamlet, coastline,

Year 6 Geography Knowledge Organisers

Year 6

Locational Knowledge

LOCAL AND UK GEOGRAPHY

Name and locate counties and cities of the UK, studying key topographical features and land-use patterns and understand how some of these aspects have changed over time. (Link to history and the Industrial Revolution)

End Task: Create Knowledge Organiser for the following year group.

Purple Mash: Maps

Pupils will know:

- **The UK has many physical features, including mountain ranges, rivers and coastlines.**
- The UK has one of the biggest economies in the world.
- **There are a variety of different industries in the UK and these industries have an impact on the landscape.**
- There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.
- **Re cap on the eight points of the compass**
- **Use 6 figure grid references, maps, symbols and keys on OS maps**

Key Vocabulary:

- Economy, Development, Sustainable development, Industry, Renewable energy, Non-renewable energy. Cities, counties

Human and Physical Geography Locational Knowledge

WORLD TRADE

Lesson: How does globalisation affect trade? | KS2 Geography | Oak National Academy (thenational.academy)

Pupils will investigate what type of goods are traded around the world. They will learn about fair trade and why it is important. They will investigate how world trade developed over time.

End Task: Create a product to demonstrate the importance of fairtrade.

Purple Mash: Fair Trade

Pupils will know:

- The goods we buy come from all over the world.
- **There are many steps in a global supply chain before the goods get to us.**
- Transporting goods to and from the factory involves huge distances and needs careful planning.
- **The importance of fairtrade.**

Key Vocabulary:

- Supply chain, Import, Export, Fairtrade, Trade route, Raw materials

Human and Physical Geography Locational Knowledge

CLIMATE CHANGE

Climate change resources for schools | WWF

Lesson: How will climate change affect migration? | KS2 Geography | Oak National Academy (thenational.academy)

What are the Earth's biomes? (the national academy)

BBC Bitesize- Climate Change

Pupils will investigate what climate change is. They will learn what the global challenges of extreme weather are and how climate change has affected these. They will investigate how sustainable choices could affect climate change.
They will learn about what people are doing to fight climate change.

End Task: Write to local MP to persuade for positive climate change.

Purple Mash: The Environment

Pupils will know:

- **What climate change is.**
- **What causes climate change.**
- **How climate change affects lives and physical geography.**
- **What a biome is.**
- **How biomes are changing in relation to climate**
- What action could be taken to affect climate change.
- **Know what renewable energy is.**

			Key Vocabulary: • Climate change, global warming, polar regions, emissions pollution, natural disaster, fossil fuels, renewable energy, biome

National Curriculum: Geography

Purpose of Study

A high-quality geography education should inspire in pupils a **curiosity and fascination about the world and its people** that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about **diverse places, people, resources and natural and human environments**, together with a deep understanding of the Earth's key **physical and human processes**.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the **interaction between physical and human processes**, and of the **formation and use of landscapes** and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop **contextual knowledge of the location of globally significant places** – both terrestrial and marine – including their defining **physical and human characteristics** and how these provide a geographical context for understanding the actions of processes
- understand the **processes that give rise to key physical and human geographical features of the world**, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - **interpret a range of sources** of geographical information, including **maps, diagrams, globes, aerial photographs and Geographical Information Systems** (GIS)
  - **communicate geographical information** in a variety of ways, including through **maps, numerical and quantitative skills and writing at length**.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject Content

Key Stage 1

Pupils should develop **knowledge about the world, the United Kingdom and their locality**. They should understand basic subject-specific vocabulary relating to **human and physical geography** and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's **seven continents and five oceans**
- name, locate and identify characteristics of the **four countries and capital cities of the United Kingdom** and its surrounding **seas**

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom**, and of a small area in a **contrasting non-European country**

Human and physical geography

- identify **seasonal and daily weather patterns in the United Kingdom** and the **location of hot and cold areas of the world** in relation to the **Equator** and the **North and South Poles**
- use basic geographical v**ocabulary** to refer to:
    - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use **world maps, atlases and globes** to identify the **United Kingdom** and its countries, as well as the **countries, continents and oceans** studied at this key stage
- use simple compass directions (**North, South, East and West)** and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to **recognise landmarks** and **basic human and physical features**; **devise a simple map**; and use and construct basic **symbols in a key**
- use simple fieldwork and observational skills to **study the geography of their school and its grounds** and the key **human and physical features of its surrounding environment.**

Key Stage 2

Pupils should extend their knowledge and understanding **beyond the local area** to include the **United Kingdom and Europe, North and South America.** This will include the location and characteristics of a range of the **world's most significant human and physical features.** They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- **locate the world's countries**, using maps to **focus on Europe** (including the location of Russia) and **North and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and **major cities**
- **name and locate counties and cities of the United Kingdom**, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have **changed over time**
- identify the position and significance of **latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,** the **Prime/Greenwich Meridian** and **time zones** (including day and night)

Place knowledge

- understand **geographical similarities and differences** through the study of **human and physical** geography of a **region of the United Kingdom**, a region in a **European** country, and a region within **North or South America**

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: **climate zones**, **biomes** and **vegetation belts**, **rivers**, **mountains**, **volcanoes** and **earthquakes**, and the **water cycle**
  - human geography, including: **types of settlement and land use**, economic activity including **trade links**, and the distribution of natural resources including **energy**, **food**, **minerals** and **water**

Geographical skills and fieldwork

- use **maps**, **atlases**, **globes** and **digital/computer mapping** to locate countries and describe features studied
- use the **eight points of a compass**, **four and six-figure grid references**, **symbols and key** (including the use of **Ordnance Survey** maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to **observe**, **measure**, **record** and **present** the human and physical features in the local area using a range of methods, including **sketch maps**, **plans** and **graphs**, and **digital technologies**